

## Blog Rubric

	<b>Meets Expectations</b>	<b>Partially Meets Expectations</b>	<b>Does Not Meet Expectations</b>
Writing Style	Entry contains no spelling or grammatical errors, sentences are well written and easy to understand.	Entry contains a few spelling or grammatical errors, entry written well overall and easy to understand.	Entry contains many writing errors, or is difficult to comprehend by the reader.
Content	Questions from prompt are fully answered in a logical or meaningful way	All questions from the prompt are answered, but may not include explanations or full replies	Did not answer the full prompt
Details	Two or more details or examples from the text are used to demonstrate understanding	One detail or example from the text is used in the reply	No details or examples from the text are used in the response.

## Flattener Rubric

	<b>Meets Expectations</b>	<b>Partially Meets Expectations</b>	<b>Does Not Meet Expectations</b>
Vocabulary	Identifies and fully explains vocabulary terms that are meaningful to the content and reader	Identifies and explains vocabulary terms, but terms are not necessarily important to the content or reader	Does not identify or define vocabulary terms, or terms are irrelevant to the understanding of the text
Tagxedo Graphic	Shape, words, and colors add meaning to the definition of the assigned “flattener”	Shape does not add meaning to the graphic, but the words overall meet the goal of the assignment	Many words are irrelevant in terms of defining the “Flattener”
Summary	Students show firm grasp of the “flattener” and use specific textual examples to explain its history and how it “flattens”	Students attempt to explain the assigned flattener, but leave the reader with some confusion.	Upon reading the summary, the reader cannot explain what the “flattener” did or its history.
Current Event	Students successfully explains the relationship of the current event to the flattener, the event occurred within the last 5 years, and the article or story is linked in some way to the wiki page	Student fails to meet one of the criteria outlined on the left	Student fails to meet two or more of the criteria outlined on the left.
Team Work	Students successfully complete assignment on time, sharing work equally	Students complete work, although it is either not on time or one student does a majority of the work	Students are unable to complete the product as a team.

## **Flattener Project**

## **Student Handout**

### **Before You Begin (Day 1)**

Go to the wiki (<http://keehnsocialstudies.wikispaces.com/economics>) and visit the “The World is Flat 3.0” page. View the YouTube video called “Iowa, Did You Know”.

After you watch the video, complete the discussion question labeled “Did You Know”. Post your answer on the wiki, as well as on your blog.

When you have completed this writing assignment, ask your teacher for the name of your assigned partner. You will complete the next portion of the assignment with a partner.

### **The Flattener Project (Day 1)**

Review the guidelines and rubrics with your partner. Begin reading your assigned pages. Be sure to utilize your resources (text messages, email, Google chat, or class time) with your teacher to ask any questions that you might have about the reading.

A page has been created and dedicated to each “flattener” that has been assigned. You have been given editing privileges on the page that corresponds to your “flattener”. An example of the assignment has been completed as “Flattener #1”. Review this carefully to:

- a) Familiarize yourself with “Flattener #1”
- b) Ensure that you have an understanding of what is expected of you as a learner.

### **The Flattener Project (Day 2)**

Upon completing the reading, work with your partner to identify meaningful vocabulary words from your assigned reading. See the attached rubric to review what constitutes acceptable vocabulary words. If you cannot complete this in class, consider compiling a list on a Google Doc. Post your list of vocabulary words and their definitions at the top of your assigned wiki page.

Next, work with your partner to create a list of meaningful words, phrases, and ideas that describe their assigned “Flattener”. These words should be placed in the text box on the [Tagxedo website](#). Visit the [Tagxedo Blog](#) for tutorial refreshers and new ideas.

Paste the jpg image of your Tagxedo creation at the top of wiki page created for their flattener.

### **The Flattener Project (Day 3)**

Use the ideas and words you identified for your Tagxedo image as a starting point for creating a summary of your “Flattener”. Explain your flattener in terms and language

that classmates can easily understand. See the rubric for a full explanation of expectations.

While one partner is creating a summary of the assigned “Flattener”, the other partner should be searching for a recent news article that illustrates the effects of your particular “Flattener”.

Post both the summary and the news article to your assigned wiki page. Again, remember to use the example on “Flattener #1” as a template.

Finally, pose an open-ended discussion question for your classmates to answer that encourages critical thinking about the “Flattener”. Post this question under the discussion tab on your assigned flattener page.

### **Finishing Up - Individual Work (Day 4)**

Use class time to day to review the other “Flatteners”.

Respond to the discussion questions on at least 3 of the other “Flattener” pages. In addition to responding to the posted question, give a suggestion on how the authors of the page might have improved their “Flattener” page.

After reviewing the other “Flatteners”, complete the short quiz about all 10 Flatteners. This is located underneath the link to the page for “Flattener #10”.

Finally, post to your blog about the Flatteners, using the following prompt:

Which of Friedman’s “Flatteners” do you think has had the most lasting and flattening impact? Which has had the least impact? If you had to add one more “flattener”, what would it be? Why?